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ABSTRACT

The handbook offers guidelines for the development of preschool programs for 4- and 5-year-olds. Specific information on the New Albany (Mississippi) program such as staffing, funding, and scheduling is provided. The program rationale is said to be based on cognitive stages identified by Jean Piaget. Program purposes are seen to stress development of motor, language, and personal-social skills. The program is outlined in terms of professional educators, activity centers, and community situations. Described are staff responsibilities and preservice and inservice staff development activities. Listed are approximately 70 characteristics of 4- and 5-year-olds such as drawing a man (5 years). Examined for homeroom planning are the schedule, suggested equipment, and units of study. Centers of interest to provide concrete learning experiences are recommended for the following areas: language, art, housekeeping, block building, science, music, math, and a workshop. Also encouraged are field trips to sites such as the newspaper office and use of outside resource persons. Discussed is the provision for speech therapy, special education, social services, and health services. Also provided is information on parental involvement, reporting to parents, program evaluation, child evaluation, operational suggestions, pupil records, and guidelines for effective teaching. (DB)

ED 090749

Early Childhood Education

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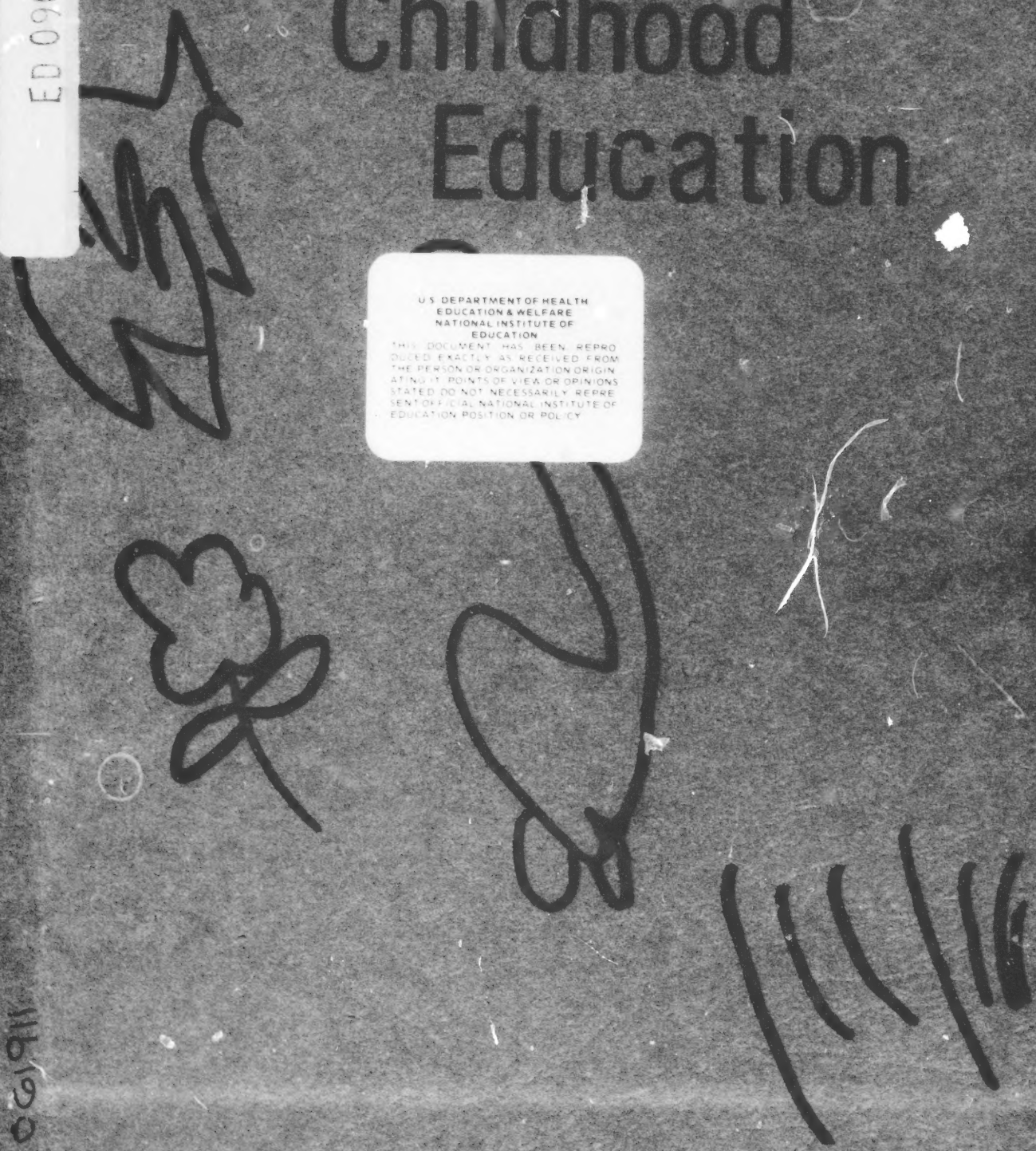

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A HANDBOOK FOR DEVELOPING PRESCHOOL PROGRAMS

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EARLY CHILDHOOD EDUCATION

A HANDBOOK FOR DEVELOPING PRESCHOOL PROGRAMS

Compiled and Edited

by

The New Albany Early Childhood Education Staff

Pam Whittington, Director

A MODEL EARLY CHILDHOOD EDUCATION PROGRAM

NEW ALBANY MUNICIPAL SEPARATE SCHOOL DISTRICT

NEW ALBANY, MISSISSIPPI

Funded by Title III, Section 306, ESEA

Project Number - 71-7090

December, 1973

DEDICATION

To the boys and girls who brought life to these ideas and who know the joy of early childhood education.

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PREFACE

In 1971 the New Albany Municipal Separate School District received a grant from Title III, ESEA to establish a model early childhood education program. The new concepts, ideas and techniques gained in setting up this innovative program in addition to prior knowledge and experience are shared in the contents of this handbook.

The purpose of this booklet is to serve as a help or guide to those who might be establishing a similar program or updating their present preschool program. It would be dogmatic to imply that this is the best or the only way of educating four and five year olds. However, these ideas have been implemented and proved effective in the model Title III, ESEA program in New Albany, Mississippi.

This manual first introduces the New Albany Program and then continues with the rationale and purpose of preschool education.

On the pages that follow, the writers seek to cover most every relative subject about the early childhood program from the staffing to practical helps in the health clinic.

It is our hope that this manual can be of help in providing quality preschool education to boys and girls in other communities throughout the nation.

ACKNOWLEDGMENTS

This Early Childhood Manual is a composite of ideas and experiences of the New Albany Early Childhood staff. Appreciation is expressed to each staff member who contributed of themselves to make this book possible.

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THE NEW ALBANY EARLY CHILDHOOD EDUCATION PROGRAM

In the fall of 1971 a new door was opened to children in New Albany, Mississippi -- an opportunity for education at an early age. A study of the educational needs of the community had determined that the need deserving primary attention was a comprehensive early childhood education program.

Research has shown that early education contributes greatly to a child's development by planning opportunities for social, mental, emotional and physical growth. A childhood education center could provide educational experiences that a child might never be exposed to in the home or in the home of a baby sitter during the critical years of intellectual and social development.

With funding from Title III ESEA, The New Albany Early Childhood Center opened its door to approximately 200 four and five year old children who are being given the opportunity to "step ahead" in developing their total beings.

There is no effort to push the child through the stages of growth, but to provide experiences that strengthen the child's conceptual growth at each stage, so that he will be able to move successfully and fully into a more logical abstract level of thinking when the time occurs. The Center strives to help him develop social attitudes that will enable him to participate successfully in any social situation at any stage of his development.

Recent integration of the public schools in New Albany and the implementation of a non-graded, continuous progress, elementary instructional program made it desirable to organize the Early Childhood Program so that each eligible child regardless of economic, social or cultural backgrounds could be brought to a stage of readiness comparable to his ability upon entering public elementary schools.

The program, the only one of its kind in the state, is financed by a three year grant from Title III ESEA, with the local school district furnishing the facility. The Center is administered by the New Albany Municipal Separate School District and activities are planned in accordance with the schedule of other schools of the district.

Elaborate accountability techniques are being implemented in the evaluation and audit of the program. Dr. Roscoe Boyer, professor at the University of Mississippi, is in charge of evaluation and Dr. Charles Holladay, superintendent of Tupelo City Schools is head of the audit team. Dr. Peggy Emerson, associate professor of education at the University of Mississippi was responsible for pre-service and in-service activities during the early stages of the project.

THE PROGRAM

The flexibility of the instructional program allows a child to pursue his own interest and develop at a rate comparable to his ability. The New Albany Early Childhood Center strives to work with parents in providing an atmosphere conducive to learning. It is designed to meet the needs of the child in developmental areas of gross motor skills; fine motor skills; language development and personal-social development.

Even the hours of attendance are somewhat flexible. Children of working parents may arrive as early as 6:30 a.m. and stay as late as 5:30 p.m. A breakfast program is available and children are served from 7:30 to 8:00 a.m. The instructional day begins at 8:00 and continues until noon. Some children leave school at this time, but most remain through the lunch period. Children who ride the school bus or who have working parents stay in the afternoon for supervised rest and play. A late afternoon snack is served to children remaining after 3:30 p.m.

While a similar schedule is followed by both the four and five year old teams, the groups remain separate during the instructional period of the day.

The staff's basic goal is the social, mental, physical and emotional development of each child. It is felt that as a child develops in these areas he will attain the skills needed for later success in reading, writing and arithmetic.

When children enter their homeroom each morning they are given a period of free play where they may engage in several activities, such as drawing, assembling a puzzle, cutting, etc.

This is followed by sharing time when a child joins his classmates in a small group where he has the opportunity to share with his friends some visible objects or an interesting situation.

Activity period, a highlight of the day, follows sharing. Children may choose to participate in an activity in the following centers: Gross Motor, Science, Math, Housekeeping, Art, Language Arts, and Music or the Workshop. Each center offers a child the opportunity to progress in the basic developmental areas.

Careful teacher planning provides a variety of activities in these centers, whereby a child is exposed to numerous learning experiences.

During the day's activities provisions are also made for a snack, rest, physical education, music, a story and evaluation of the day's activities.

Children are encouraged to be as independent as possible and assume responsibility for their own needs. Nothing is done for a child that he can do for himself. In the various centers, children assist with clean up. They are also responsible for personal hygiene.

Teacher aides direct the afternoon activities freeing the teachers for planning sessions. Lessons are developed around the unit theme with teachers using daily lesson plans to help organize their day's activities. However, their plans are kept flexible to encourage a natural pattern of learning.

HOUSING

The B. F. Ford School, a traditional building, houses the Center. However, the presence of walls in the conventional building does not mar the concept of a "school without walls." By locating the various activity centers in different rooms, the staff is able to create an attitude of openness.

The modern well designed facility, formerly an all Black school, was closed in 1968 due to desegregation. Only minor renovations were needed prior to the opening of school.

AN INVITATION

The Early Childhood Center welcomes visitors to tour the model program. Appointment is requested for large groups. Visits will include an explanation of the program, a slide presentation if desired and observation of classes in action.

Anyone interested in visiting the Center should make plans to arrive by 8:15 a.m. and remain until 11:30 a.m. to view the total instructional program.

Tours of the Center may be arranged by contacting Pam Whittington, director of the New Albany Early Childhood Education Center; 331 Washington Avenue; New Albany, Mississippi 38652. The telephone is area code 601-534-7614.

RATIONALE OF EARLY CHILDHOOD EDUCATION PROGRAM

Implications from child psychologists such as Jean Piaget indicate that physical and cognitive development are interrelated and that progression in regard to time and sequence is unique to each child. But within each individual pattern can be identified broad stages necessary for cognitive functioning. Piaget identifies these four stages as sensory-motor, pre-operational, concrete operational and formal operations.

Children between the ages of four and six are primarily within the sensory-motor and pre-operational stages. This indicates that emphasis in the early childhood program should insure sequentially designed experiences in motor and cognitive skills.

Piaget's design for intelligent behavior involves the ability to abstract from the sensory-motor experiences, to assimilate mental schemata and to accommodate mental models in order to adapt to conditions. He maintains that two of the tools which make these processes possible are language and social interaction.

The implications from a study of Piaget for the development of a curriculum in early childhood are:

1. The first stage of development, "the sensory-motor," is significant for the foundation of the other stages. Children must have many direct experiences involving all senses before they can move to the next stage, the "pre-operational" stage, or the beginning of the use of symbols to tell of experience. (2 years to 7 years)

2. Accelerating learning of abstract concepts without sufficient related, direct experience may result in symbols without meaning.

3. The development of Learning Processes, (ways of organization) are more important at these stages than information. (Examples: classification, space relations, time, measurement, seriation, conservation).

4. Both cognitive and social functioning affect the self-concept; therefore, successful non-competitive experiences early will help the child develop a healthy attitude toward himself and others.

5. Language, which is a very high form of symbolization, although separate from thought, facilitates thought. Children use language first for egocentric thought development, then use it for socialization.

6. Learning happens best through activity and participation. The natural activity of children is "play" and therefore, this method is the most obvious one for learning.

These implications suggest that the growth of intelligence and socialization are similar to physical growth, and happen through stages which cannot be altered. But there are factors which contribute to their development. Piaget identified these factors as (1) maturation of the nervous system, (2) experiences, (3) social transmission and (4) equilibrium or self regulation.

Early education can contribute to development by planning opportunities (1) that take into consideration maturation (that every child is not physically or emotionally the same), (2) that provide an abundance of stimulating sensory and symbolic experiences, (3) that cause parents to become involved in the health and educational processes at home, and (4) that offer the child a chance to proceed one step or stage at a time successfully.

The objective of this approach is not to cause the child's advancement through the stages of growth into abstract reasoning sooner, but to provide experiences that strengthen the child's conceptual growth at

each stage, so that he will be able to move successfully and fully into a more logical abstract level of thinking when the time occurs and to help him to develop social attitudes that will enable him to participate successfully in any social situation at any stage of his development.

PURPOSES OF THE PROGRAM

Based on the areas of child development identified by Piaget as stated in the rationale, this suggested program is concerned with education of the child in:

1. Gross motor development
2. Fine motor development
3. Language development
4. Personal-social

A brief statement of general objectives within each of these areas follows.

1. To stimulate the development of gross motor coordination suitable to the developmental pattern of each individual child. Gross motor abilities include: balance, rhythm, spatial orientation, equilibrium, force, and control.

2. To stimulate the development of fine motor coordination suitable to the developmental pattern of each individual child. Fine motor abilities include: eye-hand coordination, rhythm, visual acuity, balance, timing, and full arm swing.

3. To stimulate the development of language. Language abilities include: syntactical command (sentence construction, oral response, rhythm, word order, listening); thought process command (classifying, discriminating, comparing, discussing, understanding directions, inferring); voice and articulatory command (volume, pitch, quality, phonetic use of sound).

4. To stimulate the development of personal-social independence and interaction. Personal-social abilities include: self-awareness, decision-making, independence in personal habits, accepting responsibility, sharing, working cooperatively, working independently, communicating and expressing ideas.

Specific objectives that can be measured within these four areas are:

1. Gross Motor Skills

   a. 4-year-old child

      To maximize the development of gross motor coordination in each child as shown by the ability to:

      (1) balance on one foot 5 seconds
      (2) hop on one foot
      (3) perform heel-to-toe walk

   b. 5-year-old child

      To maximize the development of gross motor coordination in each child as shown by the ability to:

      (1) balance on one foot 10 seconds
      (2) hop on one foot
      (3) heel-to-toe walk
      (4) backward heel-to-toe walk
      (5) catches bounced ball

2. Fine Motor Skills

   a. To maximize the child's development in fine motor skills as shown by the ability to:

      (1) copy a drawing of a circle
      (2) imitate a block pattern set up
      (3) draw a three-part man
      (4) perceptually identify the longer of two lines 3 times out of 3

   b. To maximize the child's development in fine motor skills as shown by the ability to:

      (1) copy a drawing of a square
      (2) imitate a block pattern set up by the demonstrator
      (3) draw a man in six parts

3. Language Development

a. 4-year-old child

To maximize the development of language in each child as shown by the ability to:

(1) use adjectives to describe personal physical states such as cold, tired, hungry
(2) place an object correctly when instructed through use of prepositions (under, on, beside)
(3) name and identify 3 primary colors

b. 5-year-old child

To maximize the development of language in each child as shown by the ability to:

(1) select from a set of six objects those like the object shown by the demonstrator and to select those different from those shown by the demonstrator
(2) to demonstrate the behaviors named above

4. Personal-Social Development

a. 4-year-old child

To maximize personal-social independence as shown by the ability to:

(1) button large button
(2) dress with supervision (excluding shoes)
(3) play interactively

b. 5-year-old child

To maximize personal-social independence as shown by the ability to:

(1) separate from mother easily
(2) dress with supervision
(3) play interactively

Early childhood education should be designed to help the individual child move from the small world of his home and family to the larger world of the community school.

To prepare the child for the first grade, he must be taught to listen if he is to comprehend meaningfully. He must be guided in building an adequate vocabulary, if he is to think and communicate effectively, and he must gather knowledge about his world if he is to learn to generalize, discriminate and form conclusions.

An early childhood education program should be flexibly designed with long range goals in mind which will contribute to the child's social, intellectual, emotional and physical development.

Social Development

To help the child make the transition from home to school pleasantly and smoothly.

To help the child gain a feeling of security within the group and to clarify his understanding of himself in relation to others.

To encourage the child to develop desirable social habits, such as self-control, fair play, spontaneous response, courtesy toward others and consideration for their rights.

To provide frequent repetition of social experiences until desired habits of behavior are firmly established.

Intellectual Development

To extend the child's world by identifying his concepts and adding to them.

To stimulate the child's interest in learning and to help him gather information through stories, films, resource material, excursions, and experiments.

To instill in each child a desire to learn more about his world and to help him take responsibility for his own learning.

To help the child form concepts that will serve as building blocks for thinking, understanding, and verbalizing.

To provide opportunities for the child to learn to reason, solve problems, make decisions, express his opinions, and form conclusions.

To help the child grow in language development.

To help the child develop basic skills requisite for success in the first grade.

Emotional Development

To provide an emotional climate within the classroom that will contribute to the child's sense of belonging. To set an example of fairness, honesty, and integrity for the child to emulate.

To give each child recognition for his efforts and accomplishments.

To provide opportunities for the child to succeed, avoiding frequent failure by matching the task to the ability.

To encourage the child to express his ideas freely without fear of rejection or ridicule.

To help the child create a favorable self-concept.

Physical Development

To assess the child's physical abilities and provide continuous opportunities for his physical growth.

To provide adequate space and equipment for the development of the child's motor skills.

To encourage the child to develop correct habits of healthful living.

To identify health problems and physical disabilities of the children and to make proper referrals for the correction and treatment of disabilities.

This suggested curriculum is based on the young child's exploration and experimentation with the bases of learning through multi-media experiences. These opportunities provide for success and help the child develop self-confidence and positive self-image along with motor and intellectual skills.

The curriculum is built around four developmental behaviors each of which are identified in respective activity centers. They are:

Gross Motor — Personal-Social

Fine Motor — Language

The Gross Motor development desired suggests types of equipment needed:

clock	chinning bars	tape
pillows	balls	mini-trampoline
rulers	weight bags	jump ropes
blocks	boxes	balance beam

Some of the activities will be:

push-ups	chin-ups
jump rope	broad jump
toe-heel walk	weighted sit-ups
jumping through hula hoops	bean bag toss

Fine Motor development suggest the following equipment:

puzzles
chalkboards
work tables

paint, brushes, pencils, chalk, sand trays, paper
walking board
obstacle course equipment (chairs, dowel rods, cardboard sheets)
boxes
variety of boards (length, thickness, weight, etc.)

Some of the activities will be:

reproducing designs
drawing
manipulating objects
arranging boxes to form imitations of structures
selecting items

Language development desired suggests the following equipment:

toys
pictures
foods
common items such as dirt, rocks, sticks, metals, wires, mirrors
tools
household items as spoons, forks, pans, glasses
phonograph and records
books emphasizing color, place portions, locations, and designs

The activities that are desired in language development are:

oral dialogue between teacher and child: (relating active voice, prepositions, singular and plural nouns, possessives, negative/affirmative statements, negative vs. affirmative questions, singular/plural with noun and verb inflection, modification, contractions, reflexive verbs, comparatives, passives, conjunctions, reflexive vs. reciprocal, etc.)
child telling a story and the teacher writing the story
pre-reading-letters, numbers, printing names

Personal-Social development desired suggests the following equipment:

storage area for large items
clothes for dressing up
mirrors, full length across one wall and over-head
sound areas, loud and quiet
wind areas using fans
platforms for a variety of elevations
boxes and curtains
telephones
100 square feet per child

The Personal-Social activities will allow the child to elect a number of roles and activities at a variety of levels, ranging from passive to active participation, and from reality to fantasy.

PROGRAM OUTLINE

Environment

The program design for meeting the needs of the child in each of the previously mentioned developmental areas is based on a child-centered approach. Stress is on providing an enriched environment within which opportunities are given to participate in free and directed activities. Resources for establishing this controlled environment include:

1. Professional educators
2. Activity centers emphasizing the four developmental areas through selected content areas
3. Community situations

1. Professional Educators

The teacher is free to construct the daily curriculum in keeping with the stated objectives. Planning is done in teams and flexible scheduling is utilized in order to maintain the desired pupil-teacher ratio.

2. Activity Centers

Each learning area is divided into activity centers. Some of these centers are flexible and emphasis will be dependent on the daily curriculum. Other centers will be permanent and will contain material and apparatus specifically designed for motor and cognitive development. Suggested centers are:

Art

1. Develops creativity and imagination
2. Develops small and large muscle coordination
3. Introduces colors
4. Provides for emotional expression
5. Increases sense awareness
6. Develops reading readiness skills
7. Introduces different art media

Housekeeping

1. Gives an opportunity to role play
2. Increases social development
3. Develops large and small muscle coordination
4. Leads child to develop facts about himself and his environment

Block Building

1. Increases social development
2. Strengthens small and large muscle coordination
3. Teaches mathematical concepts (shape, size, balance, counting)
4. Increases creativity
5. Enhances social studies development

Science

1. Arouses tendency to be inquisitive and find answers through experimentation
2. Teaches factual information through first hand experiences (physics, chemistry, biology, geology, astronomy, etc.)
3. Increases sense awareness

Math

1. Introduces mathematical concepts (shape, size, counting)
2. Quickens sense perceptions
3. Strengthens visual perception
4. Develops small muscle coordination
5. Develops hand-eye coordination
6. Establishes self-confidence and self-control
7. Increases cognitive skills
8. Teaches factual information

Music

1. Teaching listening and enjoyment of different types of music
2. Develops a feeling for and a sense of rhythm
3. Teaches creativity of ideas and moods through movement
4. Develops responsibility for operating equipment
5. Provides opportunity to explore rhythm instruments
6. Strengthens cognitive skills and conceptual development
7. Strengthens auditory discrimination
8. Develops small and large muscle coordination

Workshop

1. Develops large and small muscle coordination
2. Develops creativity

3. Increases sense awareness
4. Develops eye-hand coordination
5. Teaches factual information about science and math

3. Community Situations

Part of the social emphasis will be on involving the child actively in the life of the community. Social interaction with "community helpers" will be encouraged by bringing them into the classroom and especially by taking children out of the classroom and into the "real world."

STAFF

The size of the staff needs to be determined by the number of pupils included in the early childhood program. A desirable ratio is one staff member to every 10 children. For a program involving 200 four and five year old children, a suggested staff listing is given.

program director
head teacher
secretary
one professional and one para professional for each
homeroom of 28 students
speech therapist
special education teacher
social worker
nurse
maid
janitor
lunchroom - two cooks

Student teacher and interns from nearby colleges and universities can be utilized and help reduce the pupil-teacher ratio along with bringing many fresh ideas to the classroom.

JOB DESCRIPTIONS

The responsibilities of staff members needed for a large program are briefly stated and desired requirements for filling the positions are given on the following pages.

Modifications can be made for a smaller program which might employ only a limited number of personnel.

Project Director - The director employed on a full-time basis administers all phases of the program. He is responsible for program development, acquisition of teaching and non-teaching staff, budget control, and expenditures. In addition, he is to work with advisory committees, be

in charge of public relations, coordinate transportation and food services, and perform other related administrative duties. The director submits the proper reports, requests funds, secures consultative assistance for in-service training and evaluation, screening of children and evaluation, and provides for dissemination.

Suggested qualifications for the position is a master's degree in administration, or its equivalent, with an under-graduate major, preferably, in early childhood education. Administrative experience is highly recommended, but not required.

Head Teacher - This person is to be an assistant to the project director and is directly responsible to him for the educational program. The head teacher supervises all teachers and para-professionals and in a sense, is the building principal. This person may or may not assume some teaching duties as the situation warrants.

Educational requirements suggested for this position is a master's degree in elementary education with experience in early childhood education.

Regular Teachers - The teacher is responsible for conducting an instructional program which motivates each pupil to develop intellectually, physically, mentally and socially to his capacity. Each teacher should be required to hold a bachelor's degree in early childhood education or a degree in elementary education with several courses in early childhood education.

Special Education Teachers

1. Speech Therapist - The therapist diagnoses and provides service for children in the program with speech handicaps. A bachelor's degree in speech therapy should be required.

2. Teacher of the educable mentally retarded (or learning disabilities) - This teacher provides service for children who qualify. A degree and appropriate endorsement in desired area of special education is required.

Teacher Aides - The para-professional assists the teacher as a member of the teaching team in conducting the educational program, working under the teacher's supervision and with the teacher's approval. A high school education and an interest in pre-school children are required for this position.

Home Visitor and Social Worker - This person is to work with families of children who have special emotional or learning problems, attendance problems, and other related problems. Much time is expected to be spent with disadvantaged families in the community. A bachelor's degree in social services is desired.

Nurse - A half-time registered nurse coordinates and provides health services for the children enrolled in the program.

Secretary - This person provides secretarial and clerical services for the director and head teacher. A knowledge of typing, filing, and a limited amount of bookkeeping is essential for this position.

Staff Development

One of the most important phases of setting up an early childhood program is educating the staff. Whether a program has two employees or 25, some type of pre-service and in-service education program should be implemented.

PRE-SERVICE EDUCATION

An intensive pre-service education program should emphasize concrete and practical experiences. Suggested goals for a pre-service education program are:

1. Discuss the philosophy and goals of the program.
2. Organize and catalog instructional materials.
3. Acquire experience in using materials, behavior management and a variety of instructional methodology.
4. Acquire experience in working with parents and other members of the community in an instructional environment.
5. Gain experience in using audio-visual equipment.

An effective pre-service education program can be carried out based on a two week (10 days) schedule.

IN-SERVICE EDUCATION PROGRAM

In-service education affords a staff the opportunity to learn new ideas and concepts, ways to improve on present methods and to upgrade themselves educationally.

A well planned in-service education program will generate enthusiasm and interest by the staff members.

A suggested program would be divided into three independent categories: (1) for the professional staff seeking certification or additional study,

(2) for the aides, and (3) for the whole staff which includes the professional staff and aides.

University faculty members can be brought in to teach courses to professional members of the staff who can be evaluated in terms of college credit.

The in-service education program for the aides should give instruction in understanding methods and concepts necessary to their function as teacher aides. Categories suggested to be covered in such education programs would include:

1. Human growth and development as related to planning and procedure of teaching.
2. What, why and how teachers are trying to teach children.
3. Skills in observing and relating to children at different stages.
4. Basic language skills and mathematical concepts.
5. Equipment operation, preparation of instructional materials clerical duties and audio-visual equipment operation.

An in-service education program for the entire staff should focus on the whole program in sessions that would allow staff members to share their ideas in addition to learning new methods and concepts.

Bringing together all members of the staff with emphasis on the importance of each staff member's role also fosters a better working relationship between professional and non-professionals.

BASIC CHARACTERISTICS OF FOUR AND FIVE YEAR OLDS:

*FOUR YEARS

Skips and does stunts
Climbs well
Can cut on a line, throw overhand, lace shoes, etc.
Holds brush in adult manner and paints in flourishes with running commentary
May know primary colors
Can usually count fingers

Uncontrolled aggression
Love of opposite sexed parent
Language added to tantrums - name calling
Acts out if he does not get his way
Defies parents, but often quotes them as authority
Boastful - dogmatic - bossy
Perceives analogies
Begins to conceptualize and generalize
Not as sensitive to praise of others
Moralistic judgments begin
Feels independence and often asserts
Some difficulty in separating fact from fancy
Concern for ghosts, gobblins, etc.
Deductive thinking begins

Endless questions "why" - "how"
Great fabrication
Cooperative play with rapid change in friends
Swearing and silly words, i.e., "batty-watty"
Concern for origin of babies and death
Loves an audience and talks to self if none available
Runs topics in ground
Imagination vivid, rapid, varied
Rationalization
Total confidence in his own ability to do anything
Imaginary friend

FIVE YEARS

Agil
Draws a man
Poised and controlled motor ability
Self-help
Can tie shoe laces
Spontaneous drawing with definite idea in mind - can copy a triangle
Knows full name and address
Knows primary colors
Knows morning from afternoon
Girls about one year ahead of boys in growth
Handedness well established (between 2 and 5)

Refines total gains
Much self-criticism
Where 4 rambles, 5 can stop -- increase in self-control
He does not get lost, calm and self-confident
Likes to finish what he begins and brings projects home with pride
Temper tantrums end and courtesy high
Can separate truth from fancy
Thoughts are concrete
Strong sense of personal identity
Well adjusted and happy age
Individually and lasting traits appear
Purposeful, constructive
Refines emotions

Vocabulary 2000 words well-utilized
Conforms -- "angelic age"
Well organized
Self-contained and responsible
Obedient
Dramatizes life in play with detail
Likes group play
Likes experience outside the home
Wants to go to school
Socialized pride in appearance and accomplishments
Can share
Can now show anger to peer by exclusion rather than physical attack or name calling
Generosity increases

* Dr. D. Birchfield, "From 'I' to 'We' - A Handbook for Parents and Teachers," (St. Louis, Missouri: Zenner Publishing & Printing Company, 1970), p. 10

HOMEROOM

Classrooms at the New Albany Early Childhood Education Center have a dual role. They serve as homerooms as well as activity centers. Each homeroom is equipped to meet the needs of approximately 25 children. Instructional supplies include library books, puzzles, basic art supplies, language, science and mathematical concept games, cards, charts and a variety of manipulative toys. During activity time each homeroom serves as a specialized center where specific concepts are stressed, utilizing equipment and materials pertinent to that particular center.

The teacher and teacher aide work together in a complimentary effort to direct the activities in the homeroom, activity centers, playground and cafeteria. The teachers are in charge of the planning, instruction and daily evaluation, with the teacher aide working in a supportive capacity. Bookkeeping duties are assumed by the teacher aide, freeing the teacher for instructional acitivities. Teachers prepare daily, but all of the teachers and teacher aides on each team meet together one afternoon a week to finalize the unit plans. Together the teacher and the teacher aide bring to the classroom years of experience, ideas and expertise that make for smoother sailing in the preschool program.

Sample Schedule

A sample schedule used by the New Albany Early Childhood Education Center is as follows:

6:30 - 8:30 Arrival of children, breakfast, educational television (t.v. room)

Instructional Time:

8:00 - 8:30 Free play (homeroom)

8:30 - 9:00	Sharing time (homeroom)
9:00 - 9:45	Activity time (activity centers)
9:45 -10:00	Snack time (homeroom)
10:00 -10:30	Outside play
10:30 -11:00	Rest on mats (homeroom)
11:00 -11:15	Music and physical activity (homeroom)
11:15 -11:30	Storytime (homeroom)
11:30 -11:45	Evaluation of day's activities (homeroom)
11:45 -	Prepare for lunch (homeroom)
12:15 - 1:00	Outside play
1:00 - 3:00	Rest on mats (homeroom)
3:00 - 3:15	Snack time (t.v. room)
3:15 - 5:30	Free play either inside or out, depending on the weather (t.v. room)

Description of Schedule

Freeplay is a time that the child chooses an activity in his individual homeroom. Preparation for free play is made by the teacher prior to the arrival of the children. Each child has a choice to work (play) with a variety of basic media which is available in each homeroom, such as cutting, gluing, drawing, working with manipulative things. If a child chooses not to work independently he may wish to join a small group activity. A typical small group activity may be listening to records, drawing a mural, viewing a filmstrip, etc.

The children are responsible for cleaning up any clutter generated by the free play time, such as replacing media to assigned shelves, and making the room neat in general.

After free play time children, teacher and teacher aide are seated in a circle on an area carpet. The teacher encourages children to share verbally any experiences or items of interest, thus emphasizing language development. During this block of time the teacher takes advantage of the opportunity to incorporate some specific teaching concepts pertaining to the planned unit of study. At this time the teacher briefly describes the activities in each activity center. The child has the option of choosing the center that best fulfills his needs. Attempts are made to provide a minimum of one teacher oriented activity in each center thereby creating an atmosphere of unlimited creative opportunities for the child. After activity time is over, each child is expected to assist in clean up activities, thus emphasizing organizing and classifying responsibility.

At snack time an effort is made to involve the children in preparing for snacks, such as distributing napkins, paper cups, cookies, and pouring juice. Preparing the tables for snacks gives the child an opportunity for learning basic mathematical concepts, i.e., one-to-one relationships. Good manners are always emphasized.

Outside play provides an opportunity for individual, large and small group motor activities, both directed and undirected.

During rest time on individual mats the children are often encouraged to quietly review library books, listen to special music, and etc.

Music time and physical activity time directly after rest provide the change of pace young children need. Typical activities could include sing and do games such as Looby Loo, Mulberry Bush. Other activiites may include favorite songs, finger plays, exercise to records, and etc.

During story time, books are often specially selected to compliment the specific unit of study.

At the end of the instructional period an attempt is made to evaluate the days activities by summarizing with the children all important events. Often the teacher uses techniques such as an experience chart to record exactly what a child recalls. This is one way to exhibit to children that spoken words do have symbols, and that letters have sounds - an introduction to reading readiness.

Every day each activity is planned whereas to allow active-passive, teacher oriented - pupil oriented activities which are so vital for a child this age.

Rest, snacks, and supervised play are provided in the afternoon for the children who stay.

Equipment For Each Homeroom

The following list of equipment is based on a 28 pupil per room ratio.

3 rectangular 30" by 72" tables to seat 8 children each
1 round table 48" that seats 6
20 12" chairs
1 record player
1 tape recorder
35 books
30 pair of scissors
12 puzzles
an assortment of games
8 boxes of large colors (purple, black, brown, red, blue, yellow, green, orange)
12" by 18" manilla drawing paper
action and rest time records
1 gallon liquid glue
12' by 15' section of carpet
coat racks
storage section for each child's work
1 wastebasket
1 broom and dust pan

Suggested Units of Study

About Our School

My Family

Colors

Fairy Tales

Numbers (1-5) and (6-10)

Building a Good Self-Concept

Farm Animals

Fall Things

Shapes

Sounds I Hear

Community Helpers

Indians and Pilgrims

Alphabet

Thanksgiving

Weather

How Animals Prepare for Winter

Space

Christmas in Other Lands

Christmas Symbols

Nursery Rhymes

Transportation

Patriotism

Different Countries

Vegetables and Fruits

Where People Work

Communication

Wind, Air, and Kites

Spring

Zoo Animals

Circus

Insects and Spiders

Birds

Summer Vacations

Early Times

Safety Rules

CENTERS OF INTEREST

One of the most important goals of early childhood education is providing concrete experiences at each stage of development to help the child move more successfully into a logical abstract level of thinking. Centers of interest or activity centers play an effective role in meeting this goal.

Learning can be fun, exciting and rewarding. Imagine a four or five year old observing a cocoon turing into a butterfly, feeling finer paint ooze through tiny fingers or discovering that ten pennies are the equivalent of one dime. The centers of interest can provide such learning activities.

Suggested activity centers for a kindergarten program are: art, housekeeping, block-building, science, math, music and workshop. Housing will determine the arrangement in which these centers are placed. It can be a corner, a section of a room or the entire room itself.

Careful planning will help early childhood education educators reap the most results from varied centers. Activities should be based on material within the experience level of the children that are simple, flexible and interesting. It is recommended that the child be able to choose the center to which he will go during the specific time of the day set aside for these activities.

LANGUAGE

Language is taught in every activity center and in every experience in the kindergarten. Therefore, there is no one specific activity center for language. The preschool day affords many opportunities for the child to practice and perfect his language. The child's vocabulary is increased and meanings are clarified through speaking and listening. He talks with his friends and his teachers, he expresses his own ideas and listens to the ideas of others. He makes up stories, he repeats jingles and rhymes, he retells stories and sometimes creates new text material for familiar stories. He learns to appreciate and understand the written form of verbalization through experience charts and carefully planned activities with his teacher and classmates.

Good grammar is desirable, but thought and expression are often hindered if it is stressed too much. The kindergarten teacher will do well to remember that the most important factor in improving the English of the children is her own use of good English. Through example, much can be done to help the child use acceptable grammar.

ART

The art center provides a setting in which children can develop socially, emotionally, physically and intellectually. As they work in the art center, the children are free to express themselves in a constructive manner and are able to symbolize their feelings. Through activities such as painting, cutting, and modeling children develop hand dominance and fine motor coordination. They learn auditory discrimination through listening to directions in the center. Visual discrimination is strengthened as children participate in projects related to spatial relationship, position-in-space, figure-ground, and perceptual constancy. Cooperating with others in a mutual task allows the children to become more independent and self assured.

As children grow developmentally, so does their creativity grow. The good kindergarten is well supplied with numerous manipulative materials which offer outlets for creative expression. Exposing children to a wide range of art activities and many types of art media allows them to develop their creative skills more rapidly. As workers with young children, we must discard our preconceived, standardized ideas of children's art and allow the art work of children to be true expressions of their individual creativity.

Suggested fundamental supplies and equipment for the art center include the following:

large crayons
drawing paper
construction paper
scissors
play dough
modeling clay

glue
collage materials such as string, yarn, seeds, scraps of material, boxes, etc.
pencils
newsprint
easels
tempera paint
paint brushes

Suggested activities for the art center include the following:

easel painting
box sculpture
soap painting, and carving
fingerpaint
salt paint
stained glass windows
murals
collages
leaf prints
modeling clay

Two examples of the above activities including materials and procedures are:

Activity 1: Salt Painting

Materials:

Cup of tempera paint, any color
1/4 cup table salt
Easel brush
Manila paper 12 x 18 or 18 x 24

Procedure:

Let children paint any design they wish. When the paint dries let them feel the texture of the salt and note the shine that appears on their pictures.

Activity 2: Finger Painting with Shaving Cream

Materials:

Can scented shaving cream
Colored dry tempera
Butcher paper

Procedure:

Squirt the shaving cream on butcher paper and sprinkle with dry tempera paint to color it. Encourage the children to use their fingers, hands, thumbs, palms or knuckles to manipulate the shaving cream. Talk about the odor of the paint (sometimes use lime, lemon, etc.) and the way the paint feels (sometimes use menthol for a cooler feeling).

HOUSEKEEPING

All areas of the child's growth can be stimulated by dramatic play. It helps him grow mentally, physically, emotionally and socially. The housekeeping center affords the child one of the most effective avenues for dramatic play in the kindergarten setting. The first roles the child assumes are family roles. Household routines and relationships affect young children very directly.

When selecting roles and props he learns to make choices. He is called on to use his language skills which are crucial to concept formation. Role playing helps him learn to use his own original thoughts and words; find new ways to do things and uses for old objects. He recognizes himself as a person of feeling as he experiences sorrow, affection, rejection, anger, pleasure, satisfaction and dissatisfaction.

Imaginative role-playing contributes to language development. The child needs to talk in making his wants known. He has concrete objects to discuss as he plays and enacts roles that have been observed.

Planning is required to reap the benefits possible from dramatic play. Time and space are required and necessary limits must be set. An interesting array of materials and equipment will stimulate a variety of dramatic play themes.

Suggested fundamental supplies and equipment for the housekeeping center include the following:

child-sized stove, refrigerator, sink
doll cradle
ironing board
chest of drawers
dolls of various sizes and colors

doll clothes with buttons and zippers easy for child to manipulate
doll carriage
dishes
pots and pans
silverware
telephones
mop and broom
rocker
food cans
cereal boxes
milk cartons
dress up clothes (adult hats, purses, shoes and jewelry)

Suggested activities for the housekeeping center include:

role play with dolls, clothes, utensils
shaving - using a razor without blade, shaving cream
ice cookies
make beef stew
make ice cream
sewing on burlap, needlepoint, and scraps of material
weaving
tasting parties
zip, lace, snap, and tie shoes game
lotto games
finger jello

Two examples of the above activities including materials and procedures are:

Activity 1: Finger Jello

Materials:

unflavored gelatin
cold water
fruit jello
sugar
9" x 13" pan

Procedure:

Stir 5 envelopes of unflavored gelatin into 2 cups cold water. Let set 15 minutes. Combine 2 large packages fruit jello, 2 1/2 cups water and 1 cup sugar. Bring to a boiling point and combine with first mixture. Add 1 cup cold water to this and pour into a sprayed (with Pam) 9" x 13" pan. Cut into finger sized strips.

Activity 2: Word Recognition

Materials:

paper
magic marker

Procedure:

Make labels for things in the room. For example: door, chair easel, piano, closet, etc. After these labels have been up for a while make some more and let the children match them. Finally, take them down and see if they can match the word with the object.

BLOCK BUILDING

The block building center increases social development, strengthens small and large muscle coordination, and teaches mathematical concepts such as size, shape, balance, and counting. It increases creativity and also enhances social studies development.

The purpose is to exercise muscles, to develop good sportsmanship, to strengthen leadership and fellowship, to develop correct posture, to make aware and alert, to help the child become aware of his own physical needs and to promote the desire to correct and develop self-discipline.

Blocks offer creative opportunities to children. The "whole child" learns when he plays with blocks. Gross motor skills and minute small muscle coordinations are challenged by blocks. Some children that cannot be attracted to the other creative media are happy using blocks. Blocks are chosen that are multiples of each other so that they fit together accurately. Auxiliary pieces such as boards and ramps, along with a variety of sizes of blocks, are provided and the children become actors. The large hollow blocks are free of detail and allow the imagination free reign.

Cardboard hollow blocks that are shoe box size are also provided. The children can use unit blocks of solid hardwoods in carefully engineered multiples and the child becomes involved as the manipulator of the scene. The child moves figures, cars, or animals through his maze of block structures. Animals suggest a farm and wild animals a zoo. The cars, trucks, trains and airplanes encourage road building and airports.

The imaginative games and dramatic play observed during the childs time in the block building room challenges the child's creativity, concepts, percepts and memory.

Fundamental equipment essential for a block building center are:

wood, plastic and cardboard blocks
plastic animals
wood cars, trucks, trains, trailers, wheel barrows
rock-the-boat equipment
big spools
mini-trampoline
jump ropes
balls
bean bags

Suggested activities for a block building center are:

parachute
jump rope
hula hoops
block building
lincoln logs
beanbag toss
balance beam
alphabet hopscotch
mini trampoline
exercises
bowling

Two examples of the above activities including materials and procedures are:

Activity 1: Alphabet Hopscotch

Materials:
paper
magic markers

Procedure:

The hopscotch figure is made on a sheet of butcher paper with the letters of the alphabet printed in the squares. The child says the name of the letter as he hops into the square, hopping in correct sequence, if the child misses, he writes his name in that square and waits his turn.

Activity 2: Bowling

Materials:

milk cartons
soft ball
chalk

Procedure:

Set up the milk cartons in a triangle with the point facing the students. Let the students take turns rolling the ball at the cartons. Each child counts the number of cartons he knocked down and records his number on a near-by chart. At the end of the game the teacher helps tally the points.

SCIENCE

The science center provides factual information through first hand experiences and arouses a tendency in the child to be inquisitive and find answers through experimentation. This experimentation increases sense awareness in the child. One of the chief purposes of science study is to alert the child to the satisfaction of learning about the world around him, and alert him to the reason why things happen as they do. He must be aware of his own ability to contribute to changes in his environment.

Through the use of simple fundamental tools such as magnifying glasses, rulers, magnets, thermometers and scales will make learning interesting and meaningful to the child. Not only are classification games, puzzles, and manipulative toys exciting and stimulating for the child but also they increase fine motor skills.

Science is a necessary part of the child's early learning experiences which gives him opportunities for investigating and exploring. It provides simple tools and materials which encourage the child to touch, taste, smell, look, listen and learn by doing.

Fundamental equipment in a science center should include the following:

acquarium
small cages for visitors as mice, hamsters, gerbils, etc.
large cages for rabbits, small dogs, cats and kittens, ducks, geese and chickens
gardening equipment such as pots, potting soil, and a few good gardening tools
classification games
scales
simple machines
calendar
thermometer
magnifying glass
magnets

simple electricity equipment such as dry cells, insulated wire, batteries, switches, etc.
table for miscellaneous items that might be of scientific interest to children; shells, stones, seeds, catepillars, cocoons, etc.

Suggested activities for a science center include the following:

float and sink
feeling experiences
make bird feeders
plant seeds
make rain, clouds, fog
simple machines
classifying games
temperature and thermometer

Two examples of the above activities including materials and procedures are:

Activity 1: Growing a Potato Plant

Materials:

potato
soil
box
blocks of wood

Procedure:

Plant a sprouting potato in a pot of soil at one end of a long narrow box, cut a hole in the opposite end. Arrange blocks of wood in the box so that the vine must turn two or three corners to reach the light.

Activity 2: Magnets

Materials:

shoe boxes
magnets
objects

Procedure:

Use two attractive shoe boxes, one labeled "yes" and one labeled "no". Place numerous objects nearby for the students to experiment with. Ask them to put the objects magnets attract in the "yes" box and put the non-magnet in the "no" box.

MUSIC

The music center introduces the child to one of the creative arts through which he can express his thoughts and feeling. The interest emphasis is on the child's enjoyment of musical expressions and helps him develop a feeling for a sense of rhythm.

The child becomes acquainted with musical instruments and equipment and develops responsibility for operating them. This center strengthens cognitive skills and conceptual development, strengthens auditory discrimination and develops small and large muscle coordination.

Children make many original compositions that are a result of experimenting with sounds, rhythm and singing. Through the use of rhythm band instruments, puppets, costumes, creative movement, film strips and records children reveal their inner emotions and feelings.

The young child should have an opportunity to become personally involved in his music, letting himself go, trying various expressions, using no patterns, and receiving neither coercion nor criticism.

Suggested fundamental equipment for a music center is as follows:

record player
records
puppets
scarves and costumes
rhythm band instruments
piano
ukulele

Suggested activities for the music center include the following:

musical chairs
paint to music
go fishing for cutout paper musical instruments
dance and rhythm records
puppets
musical bottles
dramatic play using scarves
rhythm band instruments used for marching
square dance
make instruments such as tamborines and rhythm shakers

Two examples of the above activities including materials and procedures are:

Activity 1: Musical Bottles

Materials:

- bottles
- water

Procedure:

Fill several bottles (all the same size) with different amounts of water. Place them on top of the table bookcase, or even a chair with paper underneath to protect the furniture from water rings. Tap each bottle with a pencil and listen to the different tones. Calculate the correct quantity of water needed to form a musical scale. The children may take turns playing the scale.

Activity 2: Paint to Music

Materials:

- paint
- paint brush
- paper
- music

Procedure:

Use a record with various changes of tempo. Ask the children to listen to the music as they paint. As the tempo of the record changes the child expresses himself accordingly.

MATH

The math center provides a wide variety of materials for exploration and problem solving. Through the use of manipulative objects children learn basic mathematical concepts. Well planned activities and readily accessible materials stimulate the natural curiosity of children.

Arithmetical concepts are informally introduced through the use of concrete objects. Counting; comparisons of large and small; distinguishing such shapes as circles, triangles, cubes, squares, rectangles; fractional parts such as more, less, much, some, a little; spatial relationships - near, far, high, low, over, under, in; measurement, both liquid and dry, time; height; weight; and money values are all taught in the math center.

Because the teaching process is best established through personal interaction between the teacher and the child and the learning experience, it is essential that instructional aides be selected that are creative and challenging.

Suggested fundamental equipment for the math center include the following:

number games, charts, cards
domino blocks
counting beads
scales
rulers
clocks
play money
liquid and dry measuring containers

Suggested activities for the math center include the following:

make mathematical sets
rote and rational counting
cook
compare and contrast objects as regard to size, shape, weight
weigh and measure children
number hop scotch
go fishing for numbers
money
bowling game

Two examples of the above activities including materials and procedures are:

Activity 1: Sorting objects to make sets

Materials:

cigar box
assortment of supplies such as beads, buttons, ice cream sticks, paper clips, and crayons

Procedure:

Cover cigar boxes with contact paper and fill them with a mixture of supplies such as beads, buttons, ice cream sticks, paper clips, and crayons to be sorted into categories or sets according to size, color, use, or material. This activity improves small muscle coordination and sharpens observation. Cut a rectangular felt piece for each child to work on and make his sorting activities easier.

Activity 2: Weight and Size

Materials:

sand
water
containers of various shapes and sizes
milk cartons of various sizes

Procedure:

Collect sand, water, and containers of various shapes and sizes. The child may experiment by filling different containers with sand or water discovering which holds the most, the same amount or the least. Also milk cartons could be used to discuss and discover the relationship between half-pints, quarts, half-gallon, and gallons.

WORKSHOP

The workshop develops large and small muscle coordination, creativity and eye-hand coordination. It increases sense awareness, teaches factual information about science and math and promotes nimbleness. This center is also a creative medium which offers emotional release.

Young carpenters will enjoy pounding and sawing and even making simple items. Carpenter's benches, old work tables or packing boxes can provide space on which to work. Tables with vices and clamps to hold the wood for sawing or hammering is a big help to young children. A sandbox and water table provides a quiet restful area and an inexpensive medium for children.

Because one of the major objectives of the workshop is to promote creativity and develop self-expression, the emphasis is on the process rather than the product. Any demand for perfection has no place at this young age.

Suggested fundamental equipment for the workshop include the following:

simple carpentry tools such as hammers, nails, screwdrivers, saws, etc.
work benches
vice and clamps
sand tray
water tray
scraps of lumber
balance beam

Suggested activities for the workshop include the following:

saw scraps to make boats and airplanes
water play
sand play
hammer and nails
stringing coke tops
working with mechanical devices such as screw driver, drill, vices and clamps
constructions with telephone wire
tom walkers

Two examples of the above activities including materials and procedures are:

Activity 1: Water Play

Materials:

water tray
objects

Procedure:

Fill the water tray with water, colored if desired. Have an assortment of objects near by for children to work with. In addition to playing creatively, children enjoy the feel of water, objects float and sink and etc.

Activity 2: Tom Walkers

Materials:

2 gallon juice cans or
2 2lb. coffee cans
rope
can opener

Procedure:

With a can opener make two holes opposite each other on the juice or coffee can, then two holes on each side under the first ones. Run each end of rope through each side and tie at the end. Do the same with the other can. One purpose of this activity is to aid coordination.

FIELD TRIPS

Field trips are generally much more closely related to the out-of-school experiences of young children than are the experiences gained in the classroom. First hand experiences tend to be much more meaningful and permit easier transfer of learning. Excursions awaken many interests that classroom work cannot arouse.

Throughout the school year the staff should take advantage of the many opportunities for learning outside the classroom and beyond the school premises.

Some suggested locations and sites that could be considered for field trips are:

farm
park
museum
post office
courthouse
all day trip to nearby zoo
fire station
cotton field or some nearby agricultural operation
bakery
football field for practice session
newspaper office
hatchery
dairy

Field trips can be enhanced by providing refreshments in keeping with the location of the visit such as watermelon for the park; popcorn for the football stadium; peanuts for the zoo (also picnic lunch); cookies at the bakery; milk at the dairy, etc.

CALLING ON THE OUTSIDE RESOURCE PERSON

Field trips are not always possible or practical, but many times classroom study on a particular subject can be made more meaningful by calling on an outside resource person.

Introducing community helpers such as a policeman, a fireman, a doctor, a nurse, etc., to preschool children help them learn of their important roles in society as well as providing an early awareness of career possibilities.

Please keep in mind that it is not necessary for a person to have a college degree to be effective. An elderly man who gave a fiddling demonstration at the New Albany Early Childhood Education Center during a unit on music was most effective. Most preschool children love music and this field does provide a number of opportunities to call on outside resource persons such as a church pianist; a local school band; an accordionist, etc.

Local service agencies such as the Extension Office are normally eager to assist in providing demonstrations that might include; cooking, sewing, baking and safety. The Union County Extension Office arranged for a demonstration on carding and spinning cotton into thread which was a rare experience for the youngsters.

Parents make excellent resource persons especially in the study of careers.

SPECIAL SERVICES

To be completely effective, early childhood education must be concerned with the total needs of the child. Whenever possible, professionals trained in specified areas should be employed to assist the teachers and para-professionals in working with children with special problems and needs.

Early diagnosis and efforts to overcome handicaps and learning disabilities can be the beginning of a successful life for the child who might otherwise experience failure.

The speech therapist, special education teacher, social worker and nurse all have vital roles to play in assuring the overall development of the preschool child.

Speech Therapy

To a large degree, a child's success in school will depend on his ability to communicate. The speech therapy program is designed to provide his communicatively handicapped child with activities to improve his speech and language abilities. The program plays a significant part in each recipients life. Success or failure will be determined by the degree to which the child can communicate efficiently within his own environment.

All of the children enrolled are screened using a picture articulation test and pure tone audiometric screening. Children failing either measure are enrolled in speech therapy. The five year olds receive therapy twice a week for fifteen minutes and the four year olds twice a week for ten minutes. The therapist takes the children individually or in small groups from the classrooms to the speech therapy center. Each child has a speech

notebook containing his work which allows for home practice. When his speech and language are comparable to the norms of his designated area, he is then dismissed from therapy services.

Special Education

The special education program in the early childhood center compliments the regular classroom as a resource center. A child is referred by the teacher and is tested by a trained psychologist. He is then seen by the special education teacher twice a week for fifteen minutes at a time.

In this center the children learn specific skills that enable them to make acceptable progress at their own rate. Many instructional materials are used but one that has proven most effective is the System 80. This is a teaching device that is programmed to give students extra practice in specific areas where they are weak.

The private learning worlds of young children are very special. Theories and plans must be carefully applied in a manner that allows for the child's uniqueness to express itself.

Social Services

The social worker serves as a liaison between the home and the school. Relating to the teacher information about the home environment and problems that may exist in the home gives the teacher more insight in working with the child. On the other hand, the social worker provides a valuable service to the parents in helping them to see and to meet the physical, mental, emotional and social needs of the child. Files are kept on each child so that each record of contact can be made and used for further reference

Duties include investigation, treatment and material aid to help children many who may be underprivileged or socially maladjusted. In addition, the social worker serves in a supportive capacity such as setting up parent teacher conferences; working closely with the nurse or the administrative staff when needed.

Helping the school to avail itself of community resources is another responsibility of the social worker. Referrals to the welfare and health departments and other public agencies are made frequently. On many occasions local civic and service clubs provide monies for health needs when called upon.

Suggested social services forms are included in the section on Pupil Records found in this manual.

Clinical Services

Bumps, bruises, communicable diseases and small children seem to go hand in hand. This in itself spells out the need for a nurse in a preschool program. However, this involves just a part of the health services offered. While the nurse is concerned with immediate health care and does devote a large portion of her time to first aid treatment and care of sick children, she is also interested in the child's future well being.

Each child's eyes, teeth, height and weight are checked at the beginning of the school year. Records are kept and referrals to doctors, optometrists, and dentists are made when necessary. When the child has a specific or general health problem that needs attention the nurse consults with the parents. Occasionally it is necessary for the nurse to talk with the child's physician in the event of a chronic problem or emergency.

The clinic is only supplied for first aid needs. Eye and ear drops can be kept and used without prescription. Some medications are given to children, but only on the supply and request of the parents.

Minor accidents can sometime become serious, especially in the event of broken bones or concussions. It a child must be rushed to the doctor's office or hospital, the nurse usually accompanies the child.

The nurse can be one of the school's best health and hygiene teachers and resource persons available. With the aid of films, filmstrips, posters, and demonstrations, she can cover subjects on hygiene, dental care, body functions, the five senses, eyes, skin, ears, teeth, etc.

One of the most beneficial health services rendered to the child through the preschool program is the requirement for up-to-date immunizations. The nurse, with the aid of the social worker, works with parents who do not follow through on these requirements. In some cases, the social worker takes the child to the health department for needed immunizations.

Some rules for health services are given under the section on Operational Helps in this manual. A list of supplies and equipment needed for setting up a clinic follows:

Health Service Equipment and Supplies

Small cot and plastic cover
refrigerator
scales
desk with filing space to house health records
medical dictionary
carpet
table or cabinet for supplies
4 sheets
2 blankets

Health Service Equipment and Supplies (continued)

pillow and 2 pillow cases
4 boxes of sponges
3 packages of paper towels
2 bottles of rubbing alcohol
2 boxes of aspirins
10 bars of soap
2 decanters
1 bowl
2 boxes of bandaids
paper cups
2 boxes of kleenex
2 small pans
bottle of calomine lotion
ice cap
8 oz of merthiolate
box quick pads
2 thermometers
1/2" by 10 yd. adhesive

PARENTAL INVOLVEMENT

The parent is the child's first teacher and a continuous aid in the educative process. A child comes to the preschool setting the product of his environment greatly influenced by the guidance or lack of guidance of his parents.

Most parents are concerned with their children's welfare, and they can assume active roles in the education of their children -- if they understand what the school is doing, are sympathetic with its aims, are encouraged to work constructively to improve its methods, and are actively involved in their children's educational activities.

Many studies have confirmed that the lack of parental and community involvement is a major weakness in many educational programs. Early childhood education programs should seek to establish close rapport between what is learned at school and what is learned at home.

The staff at the New Albany Early Childhood Center feels that much of this program's success has been due to the emphasis on the importance of parental and community involvement.

As a part of this policy parents are:

1. asked to serve on the advisory board along with other community representatives.
2. invited to attend open house, tour the facilities and meet the staff.
3. presented tests scores of their children and are invited to discuss test results with the teachers. (These results indicate to parents and teachers what the child needs to be taught.)
4. asked to participate in parent-teacher conferences twice a year.

5. asked to serve as homeroom mothers (two to each homeroom) to plan and host four parties each year.

6. asked to serve as resource persons in areas in which they are talented, trained or qualified.

7. invited to observe testing of the children by the evaluation staff.

8. trained along with other persons from the community to serve on the evaluation staff.

9. used as substitute teachers and teacher aides if they are qualified to do so.

10. kept informed through school to parents correspondence, news and features in the local newspapers, radio and area tv station and by in community contact with teachers and other personnel at the center.

11. always welcomed to visit the center and observe. (Many parents observe daily occurrences when they come for their children.)

12. sent regular memos informing them of the units of study that are being taught and suggesting ways they can help in reinforcing this study. Examples of these letters are included in the section on Operational Helps which discusses correspondence with parents.

REPORTING TO PARENTS

Two methods of reporting the child's progress to parents may be used. One is a detailed written progress report and the other is a parent-teacher conference.

Teachers at the New Albany Early Childhood Education Center found the parent-teacher conference to be the most desirable. The child's parents meet with the teacher to discuss the child's progress and needs for future development. The social worker takes charge of scheduling the conferences which are held twice a year. Teachers may see the need for reinforcement at home in certain developmental areas and suggest helpful methods to the parents. By talking with parents, the teacher may become better acquainted with the "total" child.

Many companies produce a standardized report card for the preschool child that can be obtained.

Helpful hints for conducting effective parent-teacher conferences are found on the following page.

SUGGESTIONS FOR PARENT CONFERENCES

1. Parents are people--usually fine, normal individuals--wonderful to meet and know. Look forward to getting acquainted with them.

2. Parents who are more difficult may have their own problems. They need help. Some you can help. Some you can encourage to get help.

3. Working with parents is a vital part of the teacher's task and is sometimes more helpful for the child than anything else the teacher will ever do.

4. A good relationship can usually be established with parents if the teacher can stay relaxed enough to look at the child through the eyes of the parents. Show interest, understanding, acceptance. Be willing to listen. Be tactful but honest.

5. If a teacher has confidence in herself and her program, it will not be necessary to be defensive.

6. Do not expect too much of one conference. Do not try to tell too much. Listen more.

7. A teacher can learn from the parent. At the least, he can learn what kind of parents the child has, but usually he can learn about the child.

8. Be slow in giving advice. When you do, make it as nondirective as possible. Such words and phrases as, "possibly," "Sometimes this helps." "Have you thought of this?" Make it easier to accept suggestions.

9. Do not insist on agreement. People sometimes accept suggestions weeks later and think they are their own ideas.

10. Do not talk in front of the child. Do not talk to the parent across a desk.

11. Go along with the parent's plans when feasible.

12. Be alert to the parent's underlying feelings and respond to them.

13. Face the negative, but emphasize the positive.

--Clifford L. Nixon, 1966

HINTS FOR CONFERRING WITH PARENTS

Here are some expressions which may have unnecessarily negative implications and more positive phrases which might be substituted.

Negative Expressions	More Positive Expressions
Lazy	Can do more when he tries
Troublemaker	Disturbs class
Uncooperative	Should learn to work with others
Stupid	Can do better work with help
Never does the right thing	Can learn to do the right thing
Impertinent	Discourteous
Stubborn	Insists on having his own way
Liar	Doesn't always tell the truth
Sloppy	Could do neater work
Failed	Failed to meet requirements
Mean	Has difficulty getting along with others
Time and again	Usually
Dubious	Uncertain
Poor grade of work	Working below his standard
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Show-off	Tries to get attention
Will fail him, unless	Has a chance of passing, if
Annoying others	Unhappy in his relations with other children

-- from Conference Time for Teachers and Parents, Publication No. 411-12580, National School Public Relations Association

EVALUATION OF THE PROGRAM AND THE CHILD

Evaluation can be a useful instrument in helping the preschool program meet its goals in providing quality education. It has been and continues to be an important aspect of the New Albany Early Childhood Education program. Dr. Roscoe Boyer, director of the Bureau of School Services, University of Mississippi, has directed the evaluation. He and his staff (which includes local trained personnel) conduct tests and interviews on a regular basis as they seek to measure the degree of success of the program in meeting its responsibilities and assess the discrepancies in regard to their importance.

The evaluation procedures undergo constant revision in order to make them applicable, transportable, practical and readily comprehensible.

During the first year of operation the evaluative process emphasized:

1. training local parents to be evaluators
2. selecting, evaluating and adapting measuring instruments
3. developing reporting procedures
4. developing and testing community survey procedures
5. developing and testing matrix and random designs in selecting pupils to be evaluated
6. establishing baseline data which would be used to evaluate subsequent programs
7. using local persons to assist in developing program objectives

As the program developed during the first year, it was discovered that certain aspects of the evaluation procedures should be changed for 1972-73. Consequently, the Evaluation Manual was extensively revised with emphasis upon:

1. Comparing the first grade achievement made by pupils who had attended the New Albany Early Childhood Program with the achievement of pupils who had not attended;

2. Using 1971-72 baseline data to judge the effectiveness of the 1972-73 program;

3. Using parents as observers of the evaluation process (i.e., inviting parents to come to the school and watch locally trained parent-evaluators administer instruments);

4. Using the test instruments for securing data for comparison and diagnostic purposes. (During the first year of operation tests scores of individual children were not made available to anyone. During 1972-73, the teachers requested that individual pupils be referred for "psychological examinations" and both diagnostic and prescriptive reports be prepared. Consequently, three of every four "testing days" were devoted to referral cases during the second year.);

5. Conducting community surveys, sampling both parents and non-parents. Evaluative procedures in 1973-74 have included the continuation in some form of all of the tasks mentioned above plus emphasis upon the side effects of early childhood program. This includes school attendance of those pupils who had attended the early childhood program and those who did not attend, absenteeism of factory workers according to their children's attendance and other unobstrusive data. Special interest is being to the reduction of regrettable costs as may be reflected in police, fire, public health and insurance records.

Dr. Boyer's evaluation of the New Albany program was also extended during 1973-74 to include individual testing of children with test results turned over to the teaching staff for analysis and use in the parent-teacher conference.

Among the tests given are:

Good Morning Greeting

What is your name? How old are you?

Where do you live?

Parts of the body

Tell me one thing you did today.

Responding to teacher reading a story

Square, Circle, Diamond (copying)

Sorting: Which is different?

Placing blocks on paper, Counting (2,3,4,5)

Physical Fitness

Left-Right Discrimination

Letters

Speech

Singular-Plural

Conjunctions (and, or, either, neither, nor)

Comparatives (more, fewer, narrower, shorter, less, more)

Negative vs. affirmative (can, can't cannot)

The comprehensive reports for all five year olds were reproduced so that each parent obtained the same report as the teacher and head teacher. Therefore, the parent was treated on equal basis as the professional staff. Dr. Boyer is also providing a computer print out to the teaching staff of the tests and alphabetized lists of the children and what they need to be taught. Just at a glance the teacher is informed of the children that need help in such specifics as right-left discrimination; comparatives, recognition of letters, number concepts, etc.

Teacher judgment is instrumental in assessing the development of each child. Carefully selected tests can assist the teacher in making this assessment The New Albany Early Childhood Education Center also uses a standardized readiness test early in the year to pinpoint the strengths and weaknesses of each child in the areas of word meaning, listening, matching, alphabet, numbers and copying. The children are retested in the spring to give the teacher an indication of the progress that has been made. However, day to day contact is essential to the teacher to fully assess the child's development.

During close contact with the child the teacher is in position to notice behavioral differences and learning difficulties. When the deviation is substantiated to the point that special attention is indicated, the teacher should refer the child for evaluation by a psychologist and other persons qualified in this area.

Dr. Ernestine Rainey, director, Preschool and Early Childhood Education Project, Mississippi State University, has developed a check list which is helpful in making an accurate assessment of the special needs of a preschool child. Dr. Rainey's checklist follows on the next page.

CHECK LIST FOR ASSISTING IN IDENTIFICATION OF PRESCHOOL AND PRIMARY LEVEL EXCEPTIONAL CHILDREN BY TEACHERS

Children suspected of deviating from normal children to the degree that special educational services are desirable should be referred by the teacher for individual evaluation by a psychologist and appropriate medical personnel. The earlier potential handicapping conditions are identified, the more likely remediation will be effective. Further recommended evaluation should be followed through.

The teacher's evaluation is many times based on her own observations and information obtained from parents on the child's physical, emotional, social, and mental characteristics. The teacher should realize she is not a diagnostician and should make referrals without alarming parents.

The following check list is submitted to assist teachers in organizing their observations into transmittable information that may be of value for parent conferences or for use of consulting psychologists and medical personnel. A score of 1 on each item is the lowest possible score; a score of 5 is the highest possible score; a score of 3 is average with scores of 2 and 4 indicating degrees of deviation from an average score of 3. Teacher observations may be kept in the form of anecdotal records.

ADJUSTMENT TO SCHOOL SETTING

1. The child demonstrates that he is not happy by lack of smiling and laughing.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

2. The child demonstrates that he dislikes school by coming to school unwillingly or with pressure and persuasion on part of parent.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

3. The child demonstrates that he dislikes school by limited participation in various activities.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

4. The child demonstrates that he has not made friends at school by lack of interactions with other children in verbal exchange and free time activities.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

5. The child is not accepted by the group as demonstrated by his peers' unwillingness to include him in play and other activities.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

6. The child demonstrates passive behavior by staying quietly to himself and not spontaneously joining other children in activities.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

7. The child demonstrates withdrawn behavior by sitting passively, excessively daydreaming or appearing to live in a world of his own.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

8. The child demonstrates aggressive behavior by disrupting activities of others through hitting, biting, kicking.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

9. The child demonstrates aggressive behavior by bullying or intimidating other children.

   Strongly Agree 1 2 3 4 5 Strongly Disagree

10. The child demonstrates inability to control his emotions through throwing temper tantrums.

    Strongly Agree 1 2 3 4 5 Strongly Disagree

11. The child demonstrates emotional insecurity by becoming violently upset at change of routine.

    Strongly Agree 1 2 3 4 5 Strongly Disagree

12. The child demonstrates a symptom of emotional insecurity by not wanting to eat with other children.

    Strongly Agree 1 2 3 4 5 Strongly Disagree

13. The child demonstrates a symptom of emotional insecurity by displaying erratic behavior that goes from one extreme to another.

    Strongly Agree 1 2 3 4 5 Strongly Disagree

14. The child demonstrates that he is hyperactive by darting from place to place in the room when teacher is attempting to work with him in a group situation.

    Strongly Agree 1 2 3 4 5 Strongly Disagree

15. The child demonstrates that he is hyperactive by his inability to concentrate on an activity because he is constantly touching things and talking instead of giving attention to current tasks.

    Strongly Agree 1 2 3 4 5 Strongly Disagree

16. The child demonstrates perseveration in his behavior through difficulty in shifting from one set to another.

Strongly Agree 1 2 3 4 5 Strongly Disagree

17. The child appears to have a health problem as demonstrated by low vitality and easy tiring.

Strongly Agree 1 2 3 4 5 Strongly Disagree

18. The child demonstrates little self-direction by not making choices when he is given the opportunity.

Strongly Agree 1 2 3 4 5 Strongly Disagree

19. The child demonstrates possible delayed motor coordination skills by exhibiting clumsy motor behavior and by not being able to perform motor tasks that his peers are able to accomplish.

Strongly Agree 1 2 3 4 5 Strongly Disagree

20. The child's developmental history as documented by reliable informant demonstrates that child was slower than other children in walking, talking, toilet training.

Strongly Agree 1 2 3 4 5 Strongly Disagree

21. The child demonstrates short attention span by not giving sustained attention to stories, group activities, or individual activities included in the preschool day.

Strongly Agree 1 2 3 4 5 Strongly Disagree

22. The child demonstrates poor verbal expression by speaking in sentence fragments, by inability to verbalize his wants or by inability to describe simple objects or participate in " show and tell" activities.

Strongly Agree 1 2 3 4 5 Strongly Disagree

23. The child demonstrates poor association skills by not seeing similarities and differences in objects and by not being able to place objects in simple categories as: all pictures of chairs in one pile, items of clothing in one pile.

Strongly Agree 1 2 3 4 5 Strongly Disagree

24. The child demonstrates poor auditory memory by not being able to follow a sequence (2 or 3) of directions, by not being able to repeat after teacher lines from finger plays and songs, by not being able to repeat rhythm patterns using rhythm instruments or to repeat names of objects in a sequence.

Strongly Agree 1 2 3 4 5 Strongly Disagree

25. The child demonstrates poor visual memory by inability to reproduce from memory simple bead, block, pegboard designs and inability to look at objects and describe when object is removed.

Strongly Agree 1 2 3 4 5 Strongly Disagree

Ernestine W. Rainey, Ed.D.
Director, Preschool and Early Education
Resource Center
Mississippi State University

OPERATIONAL HELPS

HEALTH RULES

1. No medication except aspirin will be given in the clinic without parental consent.

2. All immunization records will be kept up to date.

3. Children who are ill will remain at home and return after free of fever for 24 hours.

4. All emergencies will be handled if possible by first contacting parents and then contacting the doctor. Please be certain to have a local doctor's name on child's record.

5. Children who have impetigo, pink eye, ringworm and other communicable diseases must present written permission from the doctor's office before returning to school.

6. Minor injuries will be treated in the clinic - scratches, bites, cuts, small burns, etc.

DISCIPLINE

The best help is that help which foresees and forestalls trouble, rather than help which is limited to straightening out difficulties. (See Kathryn Read's Guides to Speech and Action, page 84)

PROPER CLOTHING

Parents should be encouraged to let their children wear washable, comfortable garments that allow freedom of movement. Ask parents to select clothes suitable to the season and outside weather conditions.

SHARING OBJECTS

Toys make excellent items for discussion during sharing time. However, violent toys such as guns, bows and arrows, and knives should not be allowed.

SNACKTIME

Most programs will plan to serve a nutritious snack. Children should not be allowed to bring food and candy from home, but encouraged to eat the snack offered. Snacktime is also a good time for teaching children math concepts. The New Albany Early Childhood Center lets children assist by counting out the cookies and napkins.

BIRTHDAYS

A routine method of treatment should be established in celebrating the children's birthdays. The New Albany Early Childhood Education Center allows parents to bring uniced cupcakes on their child's birthday during snacktime. The teacher assists the children in icing the cupcakes in the housekeeping center. No gifts or favors are permitted for distribution.

HOLIDAYS

Preschool children enjoy parties and holidays make excellent times to celebrate. Parents can be helpful and are usually willing to help. A suggested means of handling such parties can be carried out by selecting a set fee from the children for the parties (such as $1 per year); turning funds over to homeroom mothers for buying favors, candy, decorations, etc. Homeroom mothers in charge also ask other parents to furnish additional refreshments such as cupcakes, popcorn balls, ice cream sandwiches, etc.

PETTY CASH

A large program with approximately 200 children should plan to keep a petty cash fund of approximately $100 on hand for incidentals.

CORRESPONDING WITH PARENTS

Throughout the school year, situations arise that require communication with parents.

At the beginning of each yearly session it is suggested that a handbook containing a brief philosophy of the program; curriculum; health rules; schedule; items the child will need and additional do's and don'ts be distributed to parents. The child makes a good postman or letter bearer. Teacher aides at the New Albany Childhood Center found that pinning notes to the clothing on the backs of children provided most assurance that the letters would arrive safely at home.

Several memos used by the New Albany Early Childhood Education Center during the first three years of operation are given and may be used as examples for similar programs.

EARLY CHILDHOOD EDUCATION CENTER

New Albany, Mississippi

MEMO TO: Parents of Children on the Four Year Team

FROM: Pam Whittington

SUBJECT: Easter Egg Hunt and Vacation

On Thursday, April 19, 1973, the four year olds will go to the home of Tarea Stewart for an Easter egg hunt.

Tomorrow, Wednesday, please send four (4) hard boiled eggs. DO NOT DYE THESE AT HOME; the children will dye them at school. Also, please send a basket or a sack for the children to use during the egg hunt.

Remember, Friday, April 20 and Monday, April 23 are Easter Holidays.

Pam Whittington
Head Teacher

PW/sr

EARLY CHILDHOOD EDUCATION CENTER

New Albany, Mississippi

December 3, 1973

Dear Parents,

Please remember that children not staying at Early Childhood in the afternoon should be picked up no later than 12:45 p.m.

We ask that you help your child select toys that will be of interest to the group and that have learning value when it is his day to share. Please ask your child not to bring violent toys such as guns, knives, bows and arrows, etc.

Your cooperation in these matters will be greatly appreciated.

Sincerely yours,

Pam Whittington
Director

NEW ALBANY EARLY CHILDHOOD CENTER

New Albany, Miss.

September 28, 1973

Dear Parents:

Color week was a great success thanks to you. We appreciate your cooperation.

During the week of October 1, 1973 the five year team will study farm animals. We plan the following activities for the week:

Monday - Field trip to a farm

Tuesday - Foods we get from animals

Wednesday - Clothing we get from animals

Thursday - Animal babies

Friday - Review

If your child has a book about farm animals we would be interested in looking at it and sharing it with the other children.

Thank you,

The Five Year Team

EARLY CHILDHOOD EDUCATION CENTER

New Albany, Mississippi

November 28, 1973

Dear Parents,

The four year team believes that it is very important for a four year old child to have a basic knowledge about shapes. During the week of December 3rd through December 7th we will be teaching a unit about shapes. The shapes we will be discussing will be the circle, the square, the triangle, and the rectangle. Our main objective will be to help each child in a way that he will be able to recognize the shape, the size and discriminate the likenesses and differences of the shapes.

Some of our activities include making collages, playing shape bingo, stringing beads, finger painting shapes, going on shape walks and singing song about shapes. As a culminating activity we will be playing games and fishing for shapes.

It is important that this learning experience be reinforced in the home environment. You can help your child by looking for shapes inside the home, outside the home as well as in books and magazines. By doing so, you will be helping your child prepare for future math.

Thank you,

The Four Year Team

NEW ALBANY EARLY CHILDHOOD EDUCATION CENTER

December 7, 1973

Dear Parents,

For the next two weeks the five year team will be studying Christmas customs in other lands and Christmas symbols in the United States. On Tuesday, December 11, we plan to make a field trip to cut a Christmas tree for each homeroom. Any Christmas records, unbreakable ornaments, Christmas stories and etc. that your child would like to share during this season will be appreciated.

Thank you for your cooperation.

The Five Year Team

EARLY CHILDHOOD EDUCATION CENTER

New Albany, Mississippi

January 24, 1974

Dear Parents,

For the week of January 28 through February 1 we will have a unit on several of the more familiar fairy tales. Puss in Boots, Sleeping Beauty, Snow White, Cinderella, and Jack and the Beanstalk are the tales we have chosen. During the day we will have filmstrips on other fairy tales and act out fairy tales.

The more fairy tales your child is acquainted with, the more he will benefit from the unit. Reading to your child will instill an eagerness to want to learn to read and develop a joyful attitude toward reading. If you have not already done so, this would be a good time to start reading to your child at home.

Thank you,

The Four Year Team

PUPIL RECORDS

A certain amount of data about each pupil is needed if a program is to operate in an efficient and effective manner.

Detailed information is necessary when a program involves a large number of young children. Correct and precise information about each child proves most vital especially when a program is getting off the ground and at the beginning of each yearly session.

The New Albany Early Childhood Center devised the following forms to provide needed information about the child. This information is referred to on many occasions throughout the year. These records are sent to the child's first grade teacher.

The records are:

Registration
Health Record
Immunization Notice
Social Service Forms
Field Trip Permissions

Room Assignment _____ Application No. _____

REGISTRATION FORM
NEW ALBANY EARLY CHILDHOOD EDUCATION CENTER

Date _____

CHILD'S NAME _____ Name usually called _____ Birthdate _____
Birth Cert. No. _____

HOME ADDRESS _____ Tel. No. _____

IF PARENTS CANNOT BE REACHED, WHOM CAN WE CALL? _____
Tel. No. _____

IF MOTHER IS EMPLOYED, WHO CARES FOR CHILD? _____
(Name)

_____ Tel. No. _____
(Address)

DOCTOR'S NAME _____ Tel. No. _____

	Father	Mother
Name	_____	_____
Occupation	_____	_____
Tel. No.	_____	_____
Religious Preference	_____	_____

If there are any family circumstances such as divorce, remarriage, parental death, adoption, etc., please indicate them.

_____

_____

IMMUNIZATIONS

TYPE	Date	Date	Date	Date
DPT				
POLIO				
MEASLES				
RUBELLA				
MUMPS				
SMALLPOX				

DISEASE EXPERIENCE

Disease	Year
Tuberculosis	
Measles	
Mumps	
Whooping Cough	
Rheumatic Fever	
Epilepsy	

Persons in Home	Older	Younger	In School
Brothers			
Sisters			
Others (Identify			

Name of School District _____
Do you live outside the city limits? _____ Will you ride a bus to school? _____
If so, bus number _____ Physical defects: If any, what? _____

HAS YOUR CHILD ATTENDED KINDERGARTEN? _____

EARLY CHILDHOOD CENTER
NEW ALBANY, MISSISSIPPI 38652

HEALTH RECORD

NAME _____ PARENT OR GUARDIAN _____

BIRTHDAY _____ OCCUPATION _____

TEAM _____ HOME PHONE _____ BUSINESS PHONE _____

HEIGHT _____ WEIGHT _____ FAMILY PHYSICIAN _____

EYE EXAMINATION _____ PERSON TO NOTIFY IN CASE OF EMERGENCY AND PARENT CANNOT BE REACHED:

HEARING TEST _____ NAME _____

IMMUNIZATION RECORD: PHONE _____

Diphtheria _____
Small Pox _____
Tetanus _____
Measles _____
Mumps _____
Polio _____
Rubella _____

DISEASE EXPERIENCE:

Tuberculosis _____
Measles _____
Mumps _____
Whooping Cough _____
Rheumatic Fever _____
Epilepsy _____
Chicken Pox _____
Allergies _____

GENERAL HEALTH:

SOCIAL WORKER FINDINGS:

EARLY CHILDHOOD CENTER
NEW ALBANY, MISSISSIPPI 38652

IMMUNIZATION NOTICE

Dear Parents:

Your child needs the following immunizations:

Diphtheria _____

Tetanus _____

Measles and Rubella _____

Mumps _____

Polio _____

Thank you for your cooperation in this matter.

Sincerely yours,

Mrs. Betty Smith
Nurse

BS:sr

SOCIAL SERVICE INFORMATION

Student _____

Age _____

Address _____

_____

Telephone Number _____

Father's Name

Home Address

Employer

Employer's Telephone Number

Mother's Name

Home Address

Employer

Employer's Telephone Number

Doctor's Name

Who keeps the child while parent is working? _____

Relative or friend to call in case of emergency: _____

Their Employer _____ Tel. No. _____ Home Phone _____

Date of visit:

Number in Home: Girls _____ Boys _____

Reason for visit:

Living Conditions:

Record of Contact:

Social Service
Information Data

Child's Name _____

Number in Home: Boys _____ Girls _____

Living Conditions

History of visual or speech-hearing difficulties in family?

_____

History of reading difficulty in family

_____

Family history of physical or mental defects

_____

History of child's health

_____

Is child allergic to any medication? _____ Any medicine being taken now? _____

Describe: _____

Immunizations completed _____

Ever noticeably overactive? _____ Duration _____

Problems or accomplishments at school

_____

Problems affecting family life

_____

_____

_____

_____

_____

EARLY CHILDHOOD EDUCATION CENTER
New Albany, MS. 38652

October 1, 1973

Dear Parents:

During the school year the children at Early Childhood will be taking several local field trips. We have found that these trips are beneficial to the children in learning about the world around them. These trips will be in conjunction with a particular unit of study.

In order for your child to take these trips please complete the bottom portion of this form and return it to us.

A trip out of Union County will require a special permission slip which will be sent out just prior to the trip.

Sincerely yours,

Pam Whittington
Director

_____ has my permission to go on local field trips approved by the school administration.

_____
Parent's Signature

KATHRYN READ'S GUIDES TO SPEECH AND ACTION

GUIDES IN SPEECH:

1. State suggestions or directions in a positive rather than negative form. Tell the child what you want him to do rather than what you don't want him to do. The easiest way to do this in general is to avoid using the word "don't." You'll have better results if you say, "Ride around the table" instead of "Don't bump the table." This is using a positive, instead of a negative, suggestion.

2. Give the child a choice only when you intend to leave the situation up to him.

3. Use only words and a tone of voice which will help the child feel confident and reassured, not afraid or guilty or ashamed.

4. Avoid motivating a child by making comparisons between one child and another or by encouraging competition. When several children are playing together, you need to help them like each other more, rather than less. Remember this: children are more likely to grow into cooperative, considerate people if they have had fun with others and learned to like them. They will not learn to like others if we say to them, "See if you can't beat Johnny getting dressed." It gives them poor reason for working and makes it harder for them to get along together.

5. Use your voice as a teaching tool. Use a quiet, confident tone of voice when you speak to a child. If you speak quietly to a child, he will pay more attention to you than if you raise your voice and speak in a commanding tone. A commanding tone often makes children feel resistant - in other words makes them want not to do what you suggest, just as you yourself would feel in their place.

6. Redirection is likely to be most effective when it is consistent with the child's own motives or interests.

7. Give your directions in as few words as possible, and make them specific, not general. The child who is just learning to go to the toilet regularly will understand if you say to him "toilet time now" and hold out your hand for him to come. He may say "no" if you say, "Well, you've played a long time, you should go to the toilet. Come on. We'd better hurry."

8. Interest the child in desirable behavior. Help children by making desirable behavior seem interesting. For example, "Let's pretend we're delivery men when we take the blocks back in the wagons" is more fun than just having to put away the blocks.

   You may help a child by giving him something to look forward to if he does his part by saying, for example, "As soon as you have washed your hands, we'll have a story."

GUIDES IN ACTION:

1. Avoid making models in any art medium for the children to copy.

2. Give the child the minimum of help in order that he may have the maximum chance to grow in independence.

3. Make your suggestions effective by reinforcing them when necessary.

4. The timing of a suggestion may be as important as the suggestion itself.

5. When limits (rules) are necessary, they should be clearly defined and consistently maintained.

6. Be alert to the total situation. Use the most strategic positions for supervising. Watch the children so that you will be in a position to forestall possible accidents. If you are engaged in helping one child, stand so that you can see the group, not with your back to the group.

7. The health and safety of the children are a primary concern at all times.

8. Give the child plenty of time. A child often resists if he feels that you are hurrying him. Perhaps he has not had time to park his truck just where he wanted to leave it. We need to respect his plans just like we like to have ours respected.

   We can respect his purposes without encouraging him to "stall." If we find him thinking of one thing after another to delay coming in for juice, for example, we can explain to him, "Juice is ready now. As soon as you put that one car in its garage, you will need to come." Then when he's put the car away, quietly take his hand, say something which will make it easier for him to accept the necessity of leaving his play.

9. Encourage the child all you can to be independent in taking care of himself and in his play. Give him enough time to get into his own coat. Give him only as much help as he really seems to need with his rubbers. Let him take the cloth and wipe up the milk himself if he spills it, even if you have to dry things a bit afterwards.

   If you hold the swing, he may be able to climb in himself. If he wants to get on top of a box, you can show him how to make a step with one of his blocks and climb up by himself. When you help him thus, he is learning how to solve problems and be independent.

10. Assistance with wraps is given only when the child is unable to take care of his needs.

    by showing him how--"this way"
    by reminding him--"you can do it"
    by encouraging his efforts--"fine"

    Children are encouraged to become progressively independent.

11. Toilet accidents are treated in a matter of fact way with no reference to the accident. Dry clothes are put on and wet ones put into a paper bag to be taken home. Each child should have a change of clothing in his locker. Additional clothing may be found in the toilet room.

12. Painting and Crayons. Children put on aprons before beginning to paint. The teacher will see that the child's name is on the painting before it is put away to dry.

    They do not make inquiries as to subject matter or suggest subject or techniques to the children. If the child makes a comment about his picture, the comment and the date are written on the picture by the teacher if possible. The teachers show an interest and pleasure in the child's work and make comments such as, "What nice colors."

13. Clay work. The group of children around a clay table should be small enough to make free arm movement possible. The teacher often sits with the children using clay. She is careful to avoid making models but may help the children by showing them how to manipulate the clay. Encouragement and interest often stimulate their use of clay.

14. Cutting, pasting. These activities are done at the table. A child may need help such as showing him where to put his fingers, how to use the paste. As in clay work, the teacher avoids setting models.

15. Housekeeping Play. Doll clothes and bedding are put away in the dresser. If they get scattered in other places such as the floor, the teacher reminds the children where they belong and gives them whatever help they may need in getting things put away. Housekeeping equipment may be moved under the supervision of a teacher for a construction purpose.